Legal Framework to Regulate Coaching Centers in India: A Critical and Empirical Study with Special Reference to Rajasthan

Synopsis of the Research Proposal

Submitted for the Registration in the

Ph.D. Programme (Part-Time) in Law

By

KANU PRIYA SHARMA

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Under Supervision of

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Abstract:

Supplementary education outside school and university has its global presence and India is no exception to that. In past three decades, India, especially Rajasthan has seen a massive rise of coaching centers due to various reasons including its specific exam centric approach and employment equality. Many exams like CLAT, SSC, Railways, UPSC-Civil services, JEE, NEET, RAS etc are attracting domain as entrance test for students. It is emerging as one of the biggest economic contributors but ironically, this sector is unregulated and unmonitored. The youth of India, especially in Rajasthan is struggling beneath the academic burden and expectations already. Due to lack of a comprehensive strict regulation, students are facing various issues such as fees discrepancies, negatively affected mental well-being, misleading advertisements, safety measures, lack of institutional accountability, student's suicide, overcrowding, death, or injury by lack of safety measwures, consumer, and human rights issues of students etc. To address these issues, the Ministry of Education, Central Government has enacted policies in post 2020 period. There is lack off a comprehensive legal framework to address such issues. The fragmented legal framework has been inadequate to deal with challenges and issues with coaching centers. The judicial intervention has been significant and courts came as Guardian for students' interest in absence of dedicated legal framework. Having this background in mind, present study will address the potential gaps and implementation challenges. Since supplementary education, i.e. shadow education is an international phenomenon, therefore the best globally adopted practices of regulatory framework will also be studied to gain deeper understandings of the issues associated with coaching centers across different jurisdictions of the world.

In order to gain evidence-based data on the issues, experiences, perceptions and challenges relating to coaching centers, the research will put special emphasis on Rajasthan. The empirical study will be done in selected three districts of Rajasthan, i.e. Kota, Sikar, and Jaipur as they are one of most highlighted ones in terms of students' issues and coaching centers. The study will opt a multidisciplinary touch also, to holistically cover the issue on ground level such as Education, Psychology, relevant Policies etc. and try to bridge the gap between grounded reality and Law. The mixed method approach with critical examination of issues, remedies and other relevant frameworks will be done with comparative lens to cover international regulatory work and suggest better policies.

Key words: Coaching Centers, Legal Issues, Stakeholders, Act, Legal Framework

1. Title:

"Legal Framework to Regulate Coaching Centers in India: A Critical and Empirical Study with Special Reference to Rajasthan."

2. Introduction:

Education is considered as fundamental right and fundamental duty in Indian constitution. Education being pivotal agenda in Indian Constitution, is primary requirement for physical, spiritual, and mental growth of human beings. In addition, Governments are under obligation to promote education as one of the mandates of Indian Constitution, mentioned in part IV as Directive principle for State Policy. The Central and State Governments shall be duty bound to promote Education irrespective of financial capabilities. To achieve the Constitutional goals, Pubic sector schools and colleges emerge as significant means to confer Education to all. The Educational institutions are regulated by different Government statutory bodies such as UGC, AICTE etc., to ensure transparency and fairness in matter of imparting education to all. However, parallel to Public Sector Education Institutions, Private coaching centers emerged as alternative mean to fulfil Education related needs of the people in India. There is another mode building up like shadow, making it as a complementary system, called "*Shadow education"*.

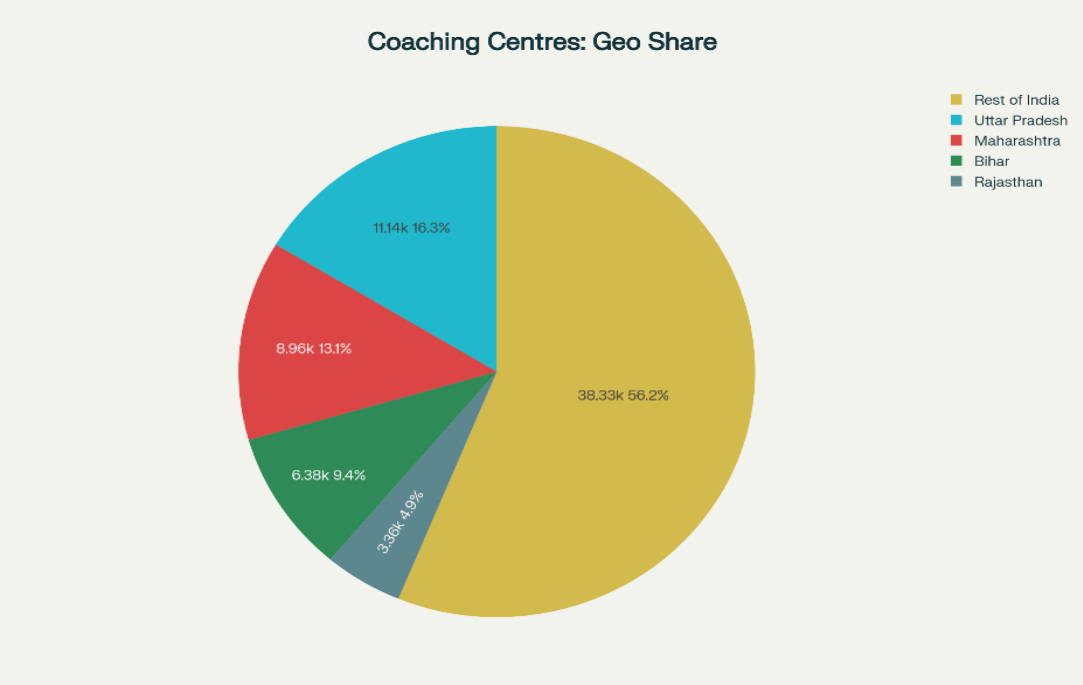
Baker & Stevenson, through their work in 1992*,* are often credited with the early use of the term *"Shadow Education"*. It represents private tutoring outside school and educational institutes. It acts as additional aid to the students to achieve their specific goal. It is an umbrella term which covers all the form of private tutoring including coaching centers. This study will only focus on the Educational or Academic Coaching centers.

In India, the trend of enrolling into a coaching institute to clear exams began with the popularisation of exams like Joint Entrance Examination (JEE), National Eligibility cum Entrance Test (NEET), Union Public Service Commission (UPSC) Civil Services, Railways, Staff Selection Commission Exam (SSC), Patwari, Banking services, Common Law Entrance Test (CLAT), National Defence Academy Test (NDA), Common Admission Test (CAT), Judicial services and other State related exams etc., expanded, and emerged mainly in 1980s and grew mainly since 1990s. With the introduction of new programmes and specific study methods to clear such exams, the trend of coaching center became a large phenomenon of socio-economic society. The specific study approach and personalised session of students made it more demanding. With the support of grundnorm of country, The Constitution of India, which provides equality of opportunity for everyone, jobs became only way out to escape current social and economic position of less privileged families, which can come in mainstream society via such prestigious employment. Somewhere, it is also about the status symbol to be a part of Government jobs or in studying in prestigious institutions, which made coaching centers grow more. As now, it became more feasible and seems easy to achieve goals, as compared to previous setting of education,

which made students and their parents feel as automatic tool to get selected, which is not exactly the case. Employment opportunity for tutors is another factor for industry's growth. 'Education is increasingly seen to be shifting towards an industry model, driven by commercial concerns where the traditional status of education as a public good has been diminishing.' (UNESCO, 2016)

Current Status of Coaching Centers in India:

According to the data gathered by a source[1], currently there are 68,181 Coaching Centers in India as of May 5, 2025 which is an 2.17% increase from 2023. Of these locations, 60,728 Coaching Centers which is 89.07% of all Coaching Centers in India are single-owner operations, while the remaining 7453 which is 10.93% are part of larger brands. The top three states with the most Coaching Centers are Uttar Pradesh with 11,144, Maharashtra with 8961 and Bihar with 6383 coaching centers in number. In Rajasthan, there are 3,360 Coaching Centers in Rajasthan as of May 5, 2025 which is a 1.22% increase from 2023. Visual representation as pie chart makes it easy to determine the contribution of top states in this Industry.

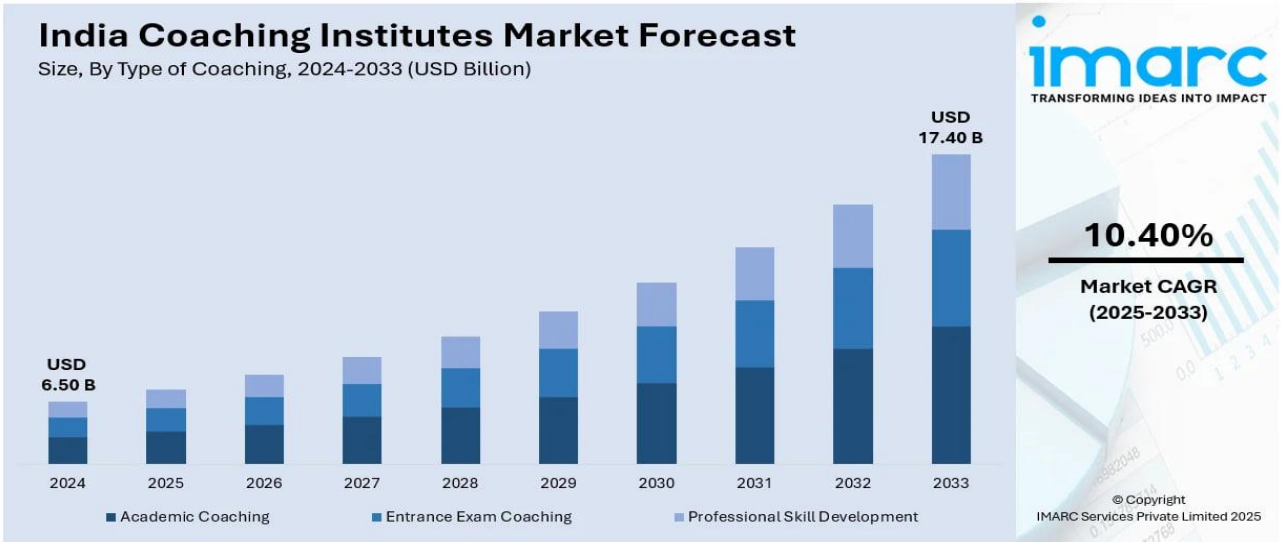


Contribution of Coaching Centers in Economy:

The large number of coaching institutions are working in India, contributing millions in national economy. The India coaching institutes market size reached USD 6.50 Billion in 2024. Looking forward, it has been expected that the market will reach to USD 17.40 Billion by 2033, exhibiting a growth rate of 10.40% during 2025-2033. Among various reasons for growth of market, primary ones are rising competition in academic and professional entrance exams, investment by parents in education of their child to excel in academics, and the shift toward hybrid methods including online learning provided by digital platforms. (See

[1] Rentech Digital's SmartScraper report on Coaching Centers in India (May 5, 2025).

the chart below for visual representation)[2]. But the strangest part exists when this big economy contributor industry is untouched by any adequate legal comprehensive framework. There is a visible legal vacuum, presented as a dedicated national level legislation, exclusively to coaching centers, is missing from legal domain. Instead, regulation has traditionally relied on alternative means-such as Consumer protection laws, Contract laws, Human rights laws, Municipal by-laws, Guidelines, Safety codes, and judicial interventions. Recent years, however, have witnessed urgency calls for more tailored and strict legal responses.



Issues associated with coaching centers:

Whenever an industry has been left with no monitoring body, it often works arbitrarily. Coaching sector is no exception to that. Ironically, with the growing system of additional educational approach, this industry is still legally unmonitored and youth became part of unending rat-race, running for exams and success. There are various social and legal complexities arising, such as Human and Consumer of students, Misleading advertisement, Safety measures, Mental well-being of students, Breach of Contract, Institutional accountability, Socio-Economic inequalities etc. which needs to be addressed in this study. Economic disparity plays a vital role as economically privileged students get better educational service in terms of coaching centers as compared to less one, which widens the gap of social inequality. After reviewing national and international literature, it is safe to say that this vital problem has been seen globally as well. Hence, Global demand of better policies and regulation of this sector is mandatory, including in India.

To understand the gravity of this problem better, the 2024 incident is mentionable. In absence of proper safety measures and planning, the heartbreaking incident happened in Delhi where 3 students have been caged in basement of a renowned coaching center during flood and lack of escape system, ultimately resulted in their

[2] International Market Analysis Research and Consulting Group (IMARC) report (2024). "India Coaching Institutes Market Size, Industry Trends, Growth Forecast to 2033".

death. There are many such examples where safety measures have been a failure. Along with that, there were incidents where students' fees are not getting returned after inadequate services or extreme academic and competitive pressure built in coaching centers lead to their distorted mental well beings and suicides. Hence, these issues are not only covering the serious lack of legal aspects but also concerned with serious social issues. As per the comprehensive Modular Survey - Education (2025), around 75% of students at the secondary and senior secondary levels in India had enrolled for additional education aid, that is, private coaching. Also, according to a report published by Rajasthan Patrika, every 3rd school going kid is going to coaching institutes.

Definitions and Concepts:

1. **'Coaching'**[3] means tuition, instructions, or guidance in any branch of learning imparted to more than 50 students but does not include counselling, sports, dance, theatre, and other creative activities.
2. **'Coaching center'**[4] includes a center, established, run, or administered by any person to provide coaching for any study programme or competitive examinations or academic support to students at school, college, and university level, for more than 50 students.
3. **'Tutor'**[5] means a person who guides or trains students in any coaching center and includes tutor giving specialized tuitions.
4. **Legal Framework** - A legal framework is the backbone of laws, rules, regulations, principles, codes, practices, jurisprudence etc. that governs a country, industry, or sector. It establishes the boundaries for acceptable conduct by providing a structure for society and its institutions. So that they can function while resolving conflicts & enforcing rights and obligations. It provides a foundation for justice, outlining human rights and responsibilities.
5. **'Shadow Education' -** It comprises private tutoring and coaching outside formal schooling. It is planned to increase student performance in academic assessments. It closely resonates with the official curriculum. It offers additional and personalised aid to help students compete effectively with specific entrance exam targeted approach.
6. **Consumer Rights** - Consumer rights are a set of legal principles that protect individuals from unfair or hazardous practices in the marketplace. It ensures fair treatment, safety, quality, and transparency in the purchase of goods and services. It empowers consumers with the right to safety, right to be heard right to be informed, right to be heard, right to seek redressal, right to choose, and right to consumer education. The consumers are empowered as a legal framework is provided to seek redress for grievances against producers and service providers and hold them accountable. These rights are codified in legislation, mainly in Consumer Protection Act, 2019
7. **Misleading Advertisements -** A "misleading advertisement" as provided in section 89 of Consumer Protection Act, 2019, is a promotion for a product or service with false information. It causes

[3] Ministry of Education, Guidelines for Regulation of Coaching Center 2024, part 4, definition (2).
[4] Ibid, part 4, definition (3).
[5] Ibid, part 4, definition (9).

consumers to be deceived about its true nature and substance and hampered their purchasing decisions. The Consumer Protection Act 2019, defines them and provides penalties for manufacturers and endorsers.

8. **Unfair trade practices –** The Consumer Protection Act, 2019 in section 2 (47) defines an "unfair trade practice" as a trade practice that adopts any unfair method or unfair or deceptive practice for the purpose of promoting the sale, use, or supply of any goods or for the provision of any service, including practices like misleading advertisements, misrepresenting product standards, false claims, deceptive pricing, and unauthorized disclosure of consumer personal information.
9. **Mental Health and wellbeing –** According to World Health Organization (WHO), mental health is a state of complete physical, mental, and social well-being. It is not merely the absence of a mental disorder. It is more than the absence of mental illness as it comprises the ability to cope with life's stresses, work productively, realize potential, and contribute to community. Mental wellbeing is a continuous spectrum that affects overall health and quality of life.
10. **Safety Measures -** In a legal context, a safety measure is a sensible action, procedure, or equipment implemented to prevent harm, loss, or risk to people, property, or the environment. They can be proactively adopted by responsible parties to create a safer environment. These measures can be mandated by law to ensure safety standards are met. They are a critical part of risk management, aiming to reduce the likelihood and severity of accidents or hazardous conditions.
11. **Human Rights -** According to the United Nations (UN) and the Universal Declaration of Human Rights (UDHR), human rights are rights and freedoms inherent to all human beings, regardless of their nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. These rights are universal and inalienable.
12. **Institutional Accountability –** To be accountable of an institution, such as a government body, corporation, or non-profit, for its actions, decisions, and performance and stakeholders. It includes public, employees, and others. It strictly includes being transparent, complying with laws and ethical standards, aligning with its mission, and having mechanisms to address challenges in its way and consequences for misconduct or failure to meet its obligations.

Existing Legal Framework Governing Coaching Centers:

Since, Education is part of Concurrent List of Constitution of India, both Central and State Government can legislate on the same. Though, attempts have been made as Central and several States of India have made Laws, Guidelines, and Regulations to determine the same issue. In India, instead of the national government, state and lower levels of governance consists the major part as decision-making authority for education. It results in diversity of regulation and lack of uniformity. In absence of Exhaustive Legal framework, The Central Govt. of India, Ministry of Education has introduced “Guidelines for Regulation of Coaching Center 2024” to regulate coaching centers, which is a comprehensive work touching almost all the legal complexities

noticed in case of coaching centers, mainly the mental well-being of students, fees regulation, misleading advertisements, age of students etc. The guidelines also establish grievance redressal mechanisms for students and parents and set basic infrastructure and safety standards. Apart from this, preventive measures are also taken by Central Consumer Protection Authority (CCPA) by issuing the "Guidelines for Prevention of Misleading Advertisement in Coaching Sector, 2024" to curb deceptive marketing by requiring coaching centers to display accurate information including student names, ranks, course details, and disclaimers with the same prominence as claims. The aim is to bring transparency, Stopping false claims of success rates and protect students' interest in form of consumers from unfair trade practices under the Consumer Protection Act, 2019. Endorsers are also held accountable for verifying claims they promote. Along with it, National Education Policy (NEP) 2020 for coaching centers, highlights the need to regulate and reduce dependency on private tuition by strengthening school infrastructure, enabling personalised support, and mandating reforms that prioritize student well-being and equity. The current Central Government proposed legislation on coaching centers is titled the "Coaching Institutes (Accountability and Regulation) Bill, 2024"[6]. The Ashok Misra Committee (2015-16), set up by the IIT Council, studied the rising dependence on coaching for IIT entrance exams. It also recommended creating the All-India Council for Coaching for Entrance Examinations (AICCEE) to regulate coaching centers, standardize practices, and control fees. Apart from these, the major legal complexities and their remedies have been prescribed in various legislations such as The Consumer protection Act, 2019, The Mental Health Act, 2017, The India Contract Act,1872, The Right to Education Act, 2009 Etc. Even before these guidelines, such acts were working as different remedies for an interconnected comprehensive legal disease.

Several states have taken legislative initiatives in forms of Statutes, Guidelines, Policies etc. to address gaps and legal issues, addressing issues such as registration, fee regulation, and facility standards. Haryana, Bihar, Goa, Uttar Pradesh, Manipur, Himachal Pradesh, Jammu Kashmir, Chhattisgarh, Karnataka etc. have one of such state specific regulatory framework. Apart from these, states are working on guidelines, advisory and other fragmented Laws, as again, there is no comprehensive legal framework. Even the mentioned ones are also inadequate in exhaustive manner and unable to meet the current need of students' interest. There is very visible gap in Law in statutes and Law in Action, which will be addressed by this study by critically examining them. The present study revolves around the fragmented national and state level legal frameworks done in the field of coaching centers. It will address the gaps and implementation challenges in them.

Judicial Intervention:

In addition to the Laws, Policies and regulations, Judicial response has been bit mixed, though it more on the positive side to the students' interest whenever cases have been reported. Many of the times, Judiciary itself came as Guardian of students' interest by taking Suo-Moto cognizance of grievance. The Hon'ble Supreme

[6] The Bill number is Bill No. LI of 2024, introduced in the Rajya Sabha on 7th February, 2025.

Court's latest guidelines of 2024 and 2025 on Students' interest with special emphasis on metal wellbeing, safety measures and regulation of coaching centers are one of significant step in this direction. Time to time, courts have become a 'quasi redressal mechanism' in absence of proper laws to adjudicate the matters. These laws are scattered and not uniform. New guidelines and bills came late in the picture and laws are still in developing phase. The absence of proper legislation always raises the question of accountability of law makers and law executing agencies while adjudicating any matter. There are several legal issues arising and judicial intervention was there to adjudicate them separately. This study will focus on all the present legal issues such as Consumer rights, Human rights, Misleading advertisement, Mental well-being of students, breach of Contract and Institutional accountability, etc.

The Laws are inadequate to deal collectively with these legal issues. There are various legal aspects which have not been explored yet such as lack of study on judicial responses on issues related with coaching centers and their remedy by courts. Hence this research is dedicated to explore and study those dimensions, which will get more clearer in Research Objectives.

International Framework:

Moving further, in policy domain, Internationally, 'most state governments have Laissez faire attitude, reflected in the response to a 2021 UNESCO survey of 205 countries and self-governing jurisdictions, where only 49 (23.9%) mentioned educational regulations for enterprises, only 54 (26.3%) mentioned regulations for serving teachers, and none mentioned regulation for informal suppliers of tutoring. Some governments are proactive, but even they have shortcomings in process of enactment.'[7]

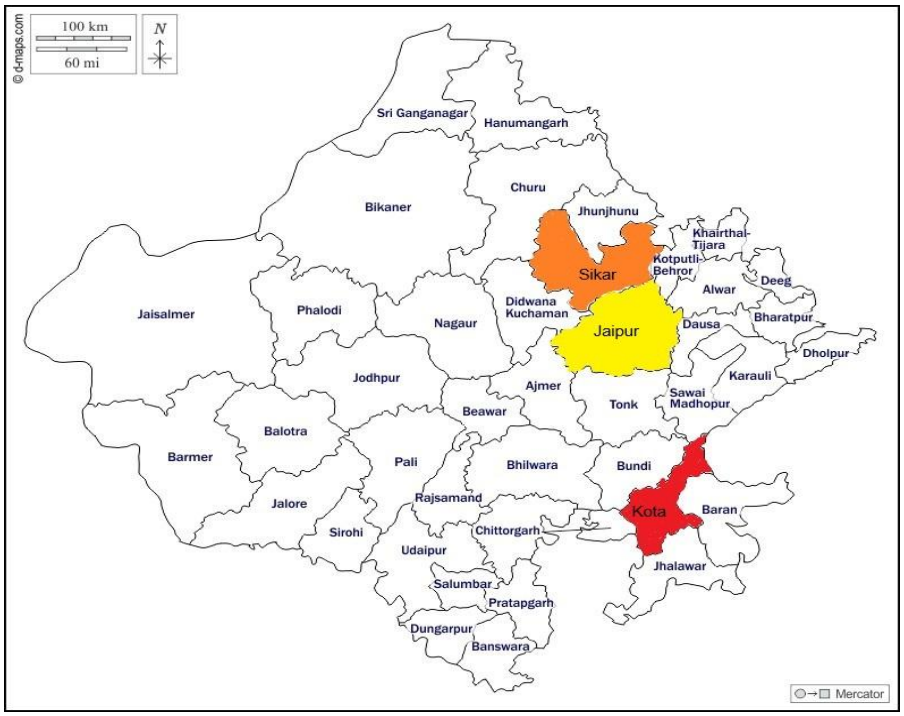
In a 2023 discussion on shadow education, UNESCO noted that the expansion of private tutoring, often called "shadow education," has created social inequalities that require regulatory framework. While the "new social contract for education" promotes education as a public good based on human rights, it is evident that the growth of shadow education has become a significant issue. UNESCO highlights that regulatory structures must be developed to address these inequalities and ensure that coaching centers operate in a manner that aligns with the principles of social justice and the expansion of the right to education for all.

To make our legislations better, it is a must act to understand about the best practices followed across globe in context of coaching centers. In our study, we will focus more on the legislative measures along with policies so that we can understand and suggest reform and policy development as future suggestions. This study will focus on many nations' framework, for e.g.- "Hagwon" system of South Korea and related Act, "Double Reduction" policy of China under Ministry of Education to regulated coaching center and shadow education. In case of Taiwan, it regulates coaching centers ("Cram schools" or Buxiban) under the Supplementary and Continuing Education Act, 1982 (last amended 2004), and strict Ministry of Education rules. And so on.

[7] Mark Bray, "Regulatory Gaps in Private Supplementary Tutoring: International Patterns and Implications for Social Protection," *Frontiers in Education*, 10, (2025).

Profile of Study Area:

Since 1980s Rajasthan has emerged has pivotal state with special focus on many examinations, mainly JEE, NEET, CLAT, Civil Services, SSC, Rajasthan Judicial Services, Rajasthan Administrative Services etc. There are various issues such as fees discrepancies, misleading advertisements, students' welfare and human rights, consumer rights issue, fees and rent hike due to overcrowding and over demand, etc. have been reported. All these issues demand systematic analysis. With the passing of time and increased craze of competitive exams, new coaching hubs have emerged in Rajasthan i.e. Sikar and capital of Rajasthan - Jaipur, which covers almost all the competitive exams. But the increasing mental pressure on students in name of competition is resulting in another extreme, i.e. suicides, that can be understood in given data. We can say rat race of gaining success is tarnishing image of education as public good. Present study will revolve around three districts, i.e., Kota, Sikar, and Jaipur, to gain deeper insights about problems and legal issues in hand.



Indian Government (Parliament) Reported Data - The Ministry of Education, in multiple 2024 Parliament replies, reports that student suicide statistics (including those in coaching centers) are compiled annually by the National Crime Records Bureau (NCRB) in the Accidental Deaths & Suicides in India (ADSI) reports. In Kota, Rajasthan, coaching-student suicides numbered 26 in 2023, dropped to 17 in 2024, and by May 2025, 14 such cases were already reported. At the national level, in 2022 around 13,044 students died by suicide-about 7.6% of all suicides that year—with 2,248 cases being directly linked to exam failures.

Kota city alone has seen over 100 coaching student suicides in the past 7 years, making it the most affected city for such deaths in India, as confirmed in multiple government-statistical briefings. Time to time, there are many guidelines coming into the picture as the increasing number of suicides, especially when the study hub

turns into the suicide hub "Kota" is becoming an issue of discussion in parliament as well as state legislative assembly.

Sikar, after giving best result in recent years, is emerging as new hub for JEE and NEET exams. Sikar is slowly taking place of Kota and the main reason lies in its lower costs and better personalised guidance by experienced faculty as high suicide rates in Kota and high cost of living makes it tough to be chosen by middle class families. Along with that, *Jaipur*, capital of Rajasthan, has always been center of coaching for exams like SSC, RAILWAYS, UPSC, RAS, Judicial services etc. As compared to other metro cities, it has low-cost living and better educational services providers.

The alarming frequency of student suicides, especially in Kota, widespread media scrutiny prompted the state government to introduce the Rajasthan Coaching Centers (Control and Regulation) Bill, 2025. This passed Bill, presented as one of the country's most comprehensive and ambitious attempts to regulate coaching sector. It seeks to impose rigorous conditions on registration, faculty qualifications, infrastructure, grievance redress, fee transparency, advertising norms, grievance redress, and mainly, student mental health and welfare.

This study will discuss about its textual interpretations along with possible anticipated challenges in execution as it is newly introduced and its effects are yet to be seen but it will play a crucial part to contribute in form of policy reform to understand the impact and positives and negatives of this bill. This present study critically examines the legal regulation of coaching centers in India, using Rajasthan's three districts – Kota, Sikar, and Jaipur as the principal case study. The rationale arises from the gaps between legislative intent and ground realities.

A comparative lens is necessary because while Rajasthan's Bill has generated significant national debate, other states (Haryana, Bihar, Goa etc.) and global examples (such as Korea's "Private Teaching Institutes Act" and China's "Double Reduction" policy etc.) showcase substitute approaches to the same problem.

The study is both timely and necessary. The aim of the study is to bring legal and educational justice from this large, yet unmonitored, unregulated industry. With courts, policymakers, and affected families, this study aspires to serve as a template in form of recommendation report for the nation, towards a strictly accountable regulation and student welfare environment, especially in Rajasthan, which may guide legislation. The study demands for analytical and comparative approach to understand the legal frameworks with critical lens, assess gaps and prospective challenges and suggest better reforms. The multidisciplinary nature of this study will make it more comprehensive and grounded with reality as subjects like Education, Psychology and Issues like socio-economic disparities, widened gap of opportunities etc. will also be covered. The study aims to contribute new legal insights to gather the understanding of coaching center regulation in India, bridging real-world policy challenges and student experiences.

3. Literature Review –

1. **Mark Bray (2025)** in his study explains insights about regulatory gaps followed across globe in shadow education. This study touches the human rights aspect as well, of students and parents in terms of social inequalities.
2. **Novojuris (2025)** reviews about 2024 CCPA guidelines to curb false and misleading advertisements by coaching centers. It will highlight the institutional accountability of coaching centers and will ensure fairness in Consumer rights of parents and students.
3. **SSC Article (2025)** provides detail insight about 2025 guidelines by Hon'ble Supreme court regarding mental health of students in coaching centers and other educational institution of India, mandating grievance redressal committee, and district level monitoring etc.
4. **Ashok et al. (2024)** in their study discusses about state specific laws regulating coaching centers in absence of comprehensive legal framework. The study assertively demands for it to enhance transparency and efficiency, so that these institutions truly support educational goals rather than exploiting education system and students' interest.
5. **Monika Sharma et al. (2024)** in their study concludes that coaching centers play a dual role. At one hand, they enhance academic success by providing personalized attention and expert guidance, on the other hand expanding students' stress with intense academic pressure and excessive workload. Hence, coaching centers should complement formal education without stressing students, ensuring a balanced approach that supports both academic growth and well-being.
6. **Vavami Krishnamurthy (2024)** in her article in deccan Herald concludes that there is a dire need for legislation which can be enforceable to regulate coaching centers, to attain student safety, well-being, and infrastructural compliance. While government guidelines mark a progressive step, their lack of legal enforceability and attention to mental health issues highlight the urgency for comprehensive policies and uniform standards for all the states to effectively safeguard students in coaching domain.
7. **Jinny Sharma et al. (2024)** in their study describes that Shadow education in India has evolved into a wide, dynamic industry driven by pressure of entrance exam and certain specific gaps in formal education. Its rapid growth reflects changing societal expectations but raises a serious distress about educational equity and quality.
8. **Achala Gupta (2024)** in her study explains how Shadow education significantly shapes students' academic identities and approaches by cultivating competitive, enterprising attitudes. These approaches are crucial for navigating India's highly competitive education system. Study further states that these approaches act as a determining space influencing long-term educational and social outcomes.

9. **NDTV News Article (2024)** describes about the fatal incident happened in Delhi in 2024. The study reveals that due to lack of safety measures, the incident occurred and Hon'ble Supreme Court issues directions. It also remarks about the need of comprehensive regulation along with holding authorities for failing to ensure safety of students in coaching centers.
10. **Sonja Fagernas (2024)** in her study examines that Private tutoring positively correlates with improved reading and math proficiency in rural India. It also explains that coaching centers exacerbate educational inequities due to socio-economic disparities in access. The study raises critical concerns about balancing opportunity and equity in shadow education.
11. **Goyam Pitalia (2024) in** her study exposes how India's commercialized coaching industry imposes heavy financial and psychological burdens on students, particularly in exam-focused hubs like Kota. It calls for urgent regulation and mental health support to address exploitation and student well-being.
12. **Arjun Kumar et al. (2024)** in their study examines that the Persistent infrastructural deficits and teacher shortages severely restrict educational opportunities in rural India, perpetuating socio-economic inequalities and limiting social mobility. Addressing these gaps is crucial for realizing equitable education and sustainable development.
13. **Deeksha Sharma et al. (2024)** in their study discusses about how commercialization of shadow education multiplies academic stress, anxiety, and emotional isolation among students, undermining their psychological well-being and raising serious sustainability concern for education system.
14. **Partha Sarathi Mallik et al. (2023)** in their study explores the diverse reasons for the growth of coaching center industry by analysing perceptions of students, parents and educators, result in both positive views, i.e. increased academic performance, personalised guidance & negative views such as increased financial burden, Academic stress et, which demands a comprehensive regulation from policymakers.
15. **SCC Article (2023)** reviews about the District Consumer Disputes Redressal Commission by imposing institutional accountability on coaching centers in form of providing quality services and in failure of this condition, returning fees to students.
16. **Soo-yong Byun et al. (2023)** in their study, mentions that in fifth and sixth graders, the effect of shadow education on creative thinking of students is negligible. There were visible effects of other variables on creative thinking such as highly educated parents, better financial situation etc.
17. **Deepanshu Ashava (2023)** in his study expresses view about education comes in ambit of Consumer protection Laws, including private coaching centers. He also, talks about reluctancy of judiciary in considering the same which results in gap between consumer protection laws and educational realities.
18. **C.G. George (2023)** in this study reveals about the education system's intense unbearable pressures and unaddressed mental health issues contribute to silent suffering among youth, systemic reform and student support mechanisms are urgent needs.

19. **Zalik Nuryana et al. (2023)** in their study conducted a bibliometric analysis of 207 articles on shadow education from the Scopus database to gather data on research trends and set a future agenda. This work highlights that shadow education is the highest trend in educational research with its importance in educational development domain and policy determination.
20. **C. Usha (2023)** in her study writes about the unregulated coaching mafia in India severely undermines educational equity and student health rights, promoting socio-economic disparities through high fees and contributing to student stress and mental health issues. Policy reforms are needed to regulate coaching centers and safeguard student welfare.
21. **Iryana Myskiv et al. (2023)** in their study emphasizes how educational coaching, through a multi-faceted and personalized approach, significantly enhances students' learning potential and personal development. It explores coaching as a method to motivate students and improve their academic performance, especially in technical higher education settings.
22. **Ravi Kant et al. (2023)** in their study examines how academic stress is severely prevalent among adolescents attending coaching centers in Jaipur. The examination pressure and lack of emotional support, signalling urgent need for mental health interventions within institutions.
23. **Shalini Bhorkar (2023)** in her study describes about the interaction between schools and tutoring centers. The study states that a complex educational ecosystem which is both cooperative and competitive dynamics, that can enhance or undermine formal schooling outcomes depending on context.
24. **Koushik Bar et al. (2023)** in their study reports that Shadow education is driven by academic competition and parental expectations, with significant regional variation, reflecting socio-economic disparities in access and engagement.
25. **Shalini Bhorkar (2023)** in her study depicts that Private tutoring supplements formal education but increasingly risks supplanting it, redesigning students' learning experiences and raising questions about public schooling's quality and equity.
26. **Anchala Gupta (2022)** in her study portrays the education system's intense pressures and unaddressed mental health challenges result in silent suffering among youth, highlighting urgent needs for systemic reform and student support mechanisms.
27. **Khalida Parveen et al. (2022)** in their study expresses concerns of Private tutoring that imposes a substantial financial burden on households, compounding educational inequalities in Pakistan and putting many families into significant economic suffering. Effective policy intervention is mandatory to regulate and reduce this escalating cost.
28. **Laxmidhar Behera et al. (2021)** in their study emphasises that Shadow education is increasing as factors, that results into academic success but also aggravating socio-economic divides, demanding for balanced policy regulation and interventions to minimise negative social repercussions.

29. **Gurbinder Kaur (2020)** in her study provides specific insights about students preparing for JEE advance exam in Kota in coaching centers, facing unbearable mental pressure. The study demands a regulatory insight and mental support in coaching centers to mitigate adverse effects.
30. **Cuong Nguyen et al. (2020)** in their study reveals how Vietnamese parents pay private tuition fees due to perceived inadequacies in public schooling quality by public school teachers with a desire to secure competitive academic advantages for their children. This practice reflects broader systemic gaps needing policy intervention within the education system.
31. **Chirantan Chatterjee (2020)** in his study narrates about increased access through the RTE Act has improved enrolment. But challenges for equitable education have not fully addressed with other factors such as socio-economic and quality disparities.
32. **Junyan Liu et al. (2020)** in their study gives grave emphasis on urgent reforms in Shadow education in Myanmar, which undermines public schooling by manipulating resources and attention, resulting in widening educational inequalities and weakening the public system's legitimacy.
33. **Melike Omerogullari et al. (2020)** in their study depicts that the effectiveness of private tutoring in Germany is conditional and depends on tutor's qualifications and tutoring duration, with well-qualified tutors and longer engagements significantly enhancing student academic achievement.
34. **Harshita Sharma (2019)** in her study presents views that private tutoring makes educational inequality worse as students from affluent families are tend to get more help and better results. It ultimately widens the gap. A mandatory necessitating policy focus on regulation should be there which can equate all the groups.
35. **Soo-yung Byun et al. (2018)** in their study describes that Shadow education usage is made by complex interactions among student aspirations, family resources, and national education policies, reflecting wide social inequalities. Its prioritisation puts emphasis on the global demand for shadow education aligned with competitive academic systems.
36. **Shalini borkar et al. (2018)** in their study discusses that Private tutoring has evolved from a supplementary support to a dominant force that often supplants formal schooling, reshaping learning hierarchies and intensifying educational inequalities.
37. **Aman Bathla et al. (2017)** in their study emphasis on the urgent need the regulatory system to govern this body which contributes greatly in India economy.
38. **Patanjali Mishra et al. (2017)** in their study emphasises about extreme negative side of mental health of students due to academic competition stress, high fees, and aggressive marketing. The study demands for stronger government intervention, regulatory mechanisms, and support systems to balance competition with student welfare in Kota's coaching ecosystem.
39. **Hoon choi et al. (2016)** in their study discusses about the Efforts to regulate Korea's private tutoring market largely failed because of the policy misalignment with consumer demand and inadequate enforcement, underscoring the challenges of controlling a well-established shadow education industry.

40. **Prashant Loyalka et al. (2016)** in their study examines that how Shadow education, as an important preparatory resource, significantly improves college admission test scores in Russia, but also exacerbating inequality by favouring students from wealthier families.
41. **Yool Choi et al. (2016)** in their study describes that Shadow education aggravates achievement gaps in South Korea, benefiting students from affluent backgrounds disproportionately and reinforcing socio-economic disparities in access to quality tutoring.
42. **Mehtabul Azam, et al. (2015)** in their study depicts about how Private tutoring is a prevalent and necessary household expenditure in India, with demand being largely inflexible. The study emphasises on significant discrimination in access based on factors like income, gender and regional, with boys and wealthier households more likely to engage tutors.
43. **Yu Zhang et al. (2015)** in their study gives view that smaller class sizes in private tutoring classes in China lead to greater academic gains, resulting due to personalized attention effectively. The importance of this aspect has been discussed in the study.
44. **Mark Bray et al. (2014)** in their study advocates for transparent regulation for coaching centers globally to combat exploitative practices and to reduce social inequality gaps, for public good in large.
45. **Giray Berberoglu et al. (2014)** in their study raises a practical approach that Private tutoring positively determines student's performance, especially in math and science, but the benefits differ widely and depends on factors such as qualifications of tutor and family's socio-economic status.
46. **Seema Jayachandran in (2014)** in her study reveals that After-school tutoring may cause the low standard teaching quality in formal schools, as teachers counts on private tutoring for income, creating an unreasonable effect that sabotage public education systems.
47. **Yu Zhang** in study **(2013)** in his study examines that Private tutoring upgrades exam performance in Jinan, China. But raises equity concerns since less privileged students have limited access to high-quality supplementary education.
48. **Soo-yong Byun et al. (2012)** in their study concludes about Shadow education systems worldwide reflect the increasing privatization of learning, presenting both opportunities and challenges within education systems such as inequality and lack of regulation.
49. **Mark Bray (2009)** in his study explains about both positives and negatives of shadow education. It highlights the need for continuous monitoring and practically adaptive policy responses to assist the evolving education domain, globally. Effective government policies should balance regulation and support while recognising shadow education's role while minimize its negative social impacts through context-sensitive interventions.
50. **Simona Popa et al. (2006)** in their study reveals about the teacher professionalism in Romania which is shaped by Private tutoring, making it tough to determine their roles as educators, and raising ethical and pedagogical questions within formal public schooling.

51. **David Baker et al. (2001)** in their study put emphasis on Shadow education's occurrence and quality, strongly correlate with national schooling quality and socio-economic factors, significantly influencing worldwide variations in mathematics achievement.

4. Research Gaps:

I. Previous academic literature examines various issues with coaching centers in isolation, but not in consolidatory manner to find out their proper solution.

II. There are inadequate analytical and comparative studies done in context of different laws, policies and regulations concerning coaching centers in India including Rajasthan.

III. There is lack of evidence-based study done aimed to gauge the understanding of stakeholders particularly students and parents about various legal issues with coaching centers.

IV. There is dearth of studies on gaps and potential challenges in implementation of Laws, Policies and Guidelines.

Therefore, the researcher aims to bridge the mentioned gaps by identifying major legal issues and problems in context of coaching centers and critically analyse the framework which are addressing these issues. Also, will investigate empirically about the awareness, understanding and experiences of stakeholders on issues with coaching centers.

5. Statement of the Research Problem:

The mushrooming of coaching centers to impart training and skills to contest competitive exams like JEE, NEET etc are on the rise in Rajasthan. The unmonitored coaching centers have created a complex educational landscape that effective mechanism to regulate them. This regulatory gap raises concerns about the protection of students' rights and institutional accountability of coaching centers. Majority of families in India enrol their children to coaching classes with the purpose of clearance of a desired exam. This parallel education system, while playing a vital role in providing competitive examination's specific demands, has also generated concerns relating to student's welfare and rights. In Rajasthan, particularly Kota, Sikar, and Jaipur, represents extreme case within India - performing both as a tool of opportunity for aspirants and as a warzone for challenges such as student suicides, overcrowding, over fee charging practices, misleading advertisements, inadequate counselling mechanisms, lack of institutional accountability, lack of safety measures etc. The critical role of coaching centers' lies in shaping positive academic outcomes, especially in competitive exams. But existing laws and policies are inadequate to address legal issues, resulting in legal ambiguity and challenges. This study aims to critically analyse the current legal frameworks, at both central and state level, governing coaching centers in India, with special focus on Rajasthan.

Keeping in view the above background, the present study aims to identify gaps, potential challenges and to suggest reforms and policy recommendations, after comparing these laws to best practices followed across India and Globe for effective regulation, enhanced accountability, and governance. This research study

addresses the urgent need for a cohesive, enforceable, and students' welfare-focused nationwide legal framework for coaching centers in India and mainly in Rajasthan. The mixed method research approaches such as comparative, analytical, and empirical will be used in the study in the State of Rajasthan to propose a balanced policy recommending report.

6. Significance of the Study:

I. The study will offer policy recommendations on how to improve and strengthen the regulation, transparency, and fairness in coaching centers.

II. The Study will provide evidence-based suggestions relating to legal issues associated with coaching centers in Rajasthan.

III. The Study will be useful to empower students and parents by raising awareness and understanding among them about how to resolve legal issues associated with coaching centers.

IV. The study will help to understand deeply the skill of interpretation of courts to resolve legal issues in absence of a specific law on coaching centers.

7. Research Objectives:

I. To compile and critically analyse common and collateral issues related with coaching centers in India.

II. To critically analyse the effectiveness of the fragmented legal framework in India and across States concerning coaching centers.

III. To critically examine the text, structure, and design of the Rajasthan Coaching Centers (Control and Regulation) Bill, 2025 and their impact on prospective implementation.

IV. To examine judicial approach towards resolving legal issues with coaching centers and study how courts have expanded protection to students.

V. To compare Rajasthan's legal framework with Indian States and selected foreign countries that have enacted the best comprehensive laws for coaching centers.

VI. To record and analyse the perceptions of stakeholders relating to legal, regulatory, and operational issues with coaching centers in Rajasthan and study their impacts on the welfare of the students.

VII. To suggest measures and reforms that can be taken to strengthen the laws regulating coaching centers and fix their accountability and answerability in issues encountered by students.

8. Research Questions:

I. What do students and other stakeholders face in coaching centers in India?

II. Is the existing legal framework effective in addressing issues associated with coaching centers in India?

III. What are the provisions of the Rajasthan Coaching Centers (Control and Regulation) Bill, 2025 and what prospective challenges may arise in its implementation?

IV. How far have Indian courts responded to legal issues and problems associated with coaching centers?

V. Do laws and policies regulating coaching centers in Rajasthan align with the best practices of foreign laws and Indian state laws on coaching centers?

VI. What are the perceptions, experiences, and opinions of key stakeholders on issues with coaching centers in selected sample districts of Rajasthan?

VII. What measures and reforms can strengthen existing laws and policies regulating coaching centers and ensure accountability and responsiveness of coaching centers to address students' issues?

9. Research Hypotheses:

I. Judicial response towards addressing legal issues of students have been mixed in absence of a uniform law to regulate coaching centers.

II. The Rajasthan Coaching Centers (Control and Regulation) Bill, 2025 will not be sufficient to address all the issues with coaching centers and to monitor, regulate and penalise coaching centers.

III. There is a significant dissatisfaction among students and parents about the issues with coaching centers in Rajasthan.

IV. Coaching centers Owners, Regulatory Bodies and Policy makers are satisfied with the monitoring and regulation of coaching centers in Rajasthan.

10. Research Methodology:

Research Design -

The present study will adopt a mixed method approach integrating quantitative as well as qualitative approach. The data for the Quantitative and qualitative research will be collected through primary and secondary sources. Analytical and Comparative analysis is also opted to assess gaps and prospective challenges in legal framework and make comparison of legal framework with China, south Korea, Japan, Singapore, and other countries as well.

1. **Primary Sources of Data:** The questionnaire, RTI, Focused group discussions, observations and interviews with government and administrative officials, policy makers, owners etc. will mainly be used to collect primary data for the completion of this study.
2. **Secondary Sources of Data:** To complete the doctrinal part of the study, the secondary sources of the data like law books, articles, periodical, law databases, Govt. reports, foreign laws, statutes and

policies, judicial decisions, constitution, etc. and the material published in law magazines and social medial platforms will be relied upon.

Universe and sample of the study:

Universe -

The coaching institutes in three districts viz. Jaipur, Kota and Sikar and their stakeholders will consist universe of the study.

Sampling Technique -

The purposive and snow ball sampling techniques will be used for owners, officials, students, and parents to gain their insights.

Sample Size of the study -

From each district 200 students taking coaching in these institutes will be taken for the present study. Additionally, 50 parents and 150 other categories of stakeholders such as government officials, local administration, official from education departments, policy makers, and owners or person in charge of the coaching institutes will also be interviewed for gaining deeper insights into the problem in hand. In total, almost 900 stakeholders will constitute the sample of the study.

Data Analysis -

Thematic analysis, content analysis, and descriptive statistics (frequency, mean and median, through Excel) will be used to analyse the data collected.

11. Scope and Limitations of the Study:

Scope of the study -

I. The study is limited to 3 districts of Rajasthan, i.e., Kota, Sikar, and Jaipur, providing substantially the urban perspective on coaching centers.
II. In addition, judicial response addressing legal issues associated with coaching centers will be studied and analysed by integrating a mixed-method approach of research.
III. The study critically analyses central and state-specific laws regulating coaching centers in India, with special emphasis on Rajasthan and assess gaps, potential challenges in implementation.
IV. The study also examines relevant constitutional provisions and legal issues addressed under fragmented laws in the absence of a uniform coaching law in India.
V. Relevant International laws and Policies in the context of coaching centers and students' interests will also be examined to ascertain best practices adopted in coaching centers in foreign countries.

Limitations of the Study -

I. The study will be limited to 3 districts of Rajasthan; hence findings may not be fully generalised to Rajasthan.
II. The Rajasthan Coaching Bill, 2025 is recently passed, its actual effectiveness cannot yet be measured, and the study instead relies on its textual interpretations, perceptions, and anticipated challenges.
III. Study does not cover the coaching centers offering coaching in sports etc. It is limited to academic coaching institutes.
IV. Purposive and snowball techniques for stakeholders may introduce selection bias.
V. Complete and updated lists of coaching centers may not be accessible which could limit coverage.
VI. The legal framework regulating coaching centers is still growing and evolving hence the trends may vary during research.

12. Expected Outcomes:

I. Policy guidance for strengthening laws on coaching centers and ensuring student welfare, and maintaining the coaching centers' viability.
II. A structured analysis of the Rajasthan Coaching Bill, 2025 based on its textual interpretations and prospective challenges in implementation.
III. An evidence-based insight into enforcement gaps and stakeholder perspectives on various issues in Rajasthan.
IV. A comparative analysis of India, especially Rajasthan's legal framework, with International Best Practices to understand the best prototype and recommend a suggestive report.

13. Research Timeline:

S. No.	Phases	Months	Tentative Targets
1.	Phase 1	1-3 Months	Preparation of data collection tools such as questionnaires etc. and their testing/ identification of students' welfare issues related with coaching centers. Complete Data collection and studying of the issues associated with coaching centers and perceptions of stakeholders.
2.	Phase 2	4-6 Months	Arranging the data collected. Feeding, decoding of data and draws the pattern. Tabulation of data and review by the Guide.

3.	Phase 3	7-10 Months	Interpretation and Analysis of data collected, Compilation of material and writing it all down in relevant chapters.
4.	Phase 4	11-13 Months	Interpretation and Analysis of data collected, Compilation of material and writing it all down in relevant chapters.
5.	Phase 5	14-20 Months	Completing the rest of research writing and chapters.
6.	Phase 6	21-24 Months	Final editing and proofing of thesis.

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- The Right to Information Act, 2005
- The Indian Penal Code, 1860
- Rajasthan Coaching Centers (Control and Regulation) Bill, 2025
- Haryana Registration and Regulation of Private Coaching Institutes Act, 2024.
- Bihar Coaching Institute (Control & Regulation) Act, 2010
- Goa Coaching Classes (Regulation) Act, 2001
- Uttar Pradesh Regulation of Coaching Act,2002
- Manipur Coaching Institutes (Control and Regulation) Act, 2017

Guidelines & Policy:

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